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ENROLLMENT, GRADUATIONS AND RELATED DATA: BACCALAUREATE AND GRADUATE PROGRAMS IN NURSING

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ENROLLMENT, GRADUATIONS AND RELATED DATA:

BACCALAUREATE AND GRADUATE PROGRAMS IN NURSING

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A Special Report from AACN's Institutional Data System

INTRODUCTION

Purpose and Impetus

For many Americans in both public and private life who are concerned with health policy and health manpower issues, as well as for those with a personal stake in the health delivery system, the directions taken by nursing education are vitally important. This report has been prepared by the American Association of Colleges of Nursing from its Institutional Data System to meet the needs of this broader public as well as its member institutions. In a presentation more timely than any heretofore available, current student and program characteristics are described, and trends in enrollment, graduation and program mix are identified.

Background of the Data Bank: Creation of the Institutional Data System

In 1978, in response to numerous requests from deans and others at member institutions, AACN began development of its Institutional Data System and conducted the first of a series of salary surveys. At first, the institutional data served mainly as a classification system for the salary reports; data were reported by type of institution, size of student body and faculty, preparation of faculty and so on. Broad classifications were used such as "Schools with 250 or more full-time baccalaureate students" or " Schools with 100 or more full-time master's students."

During the past eighteen months, AACN's Data Bank Project has expanded its scope with the goal of providing membership with a broader variety of services. The Bank is now a repository for four years of data which can supply group reports for membership at large as well as individualized (custom) reports for individual schools. While maintaining its reputation for the shortest turnaround time between collection and publication of salary data, the Institutional Data System (IDS) now is able to meet requests from schools for other types of institutional information.

Printouts showing a school's ranking with its peers on certain variables have contributed to program development and are highly valued by membership. Further enlargement of AACN's Institutional Data System can probe into many aspects of baccalaureate and graduate education for nursing about which almost no documentation presently is available.

In its initial uses of this system, AACN's membership has shown keen interest in the growth and direction of nursing education programs. Growth in enrollment--or lack of it--was an important issue as the threat of reduction or withdrawal of federal funding became real. The shortage of nursing personnel in general was compounded by documentation of most acute shortages among nurses with baccalaureate, master's, or doctoral preparation.

Possibilities of Trend Studies from Matched Groups of Schools

The existence in the data system of answers to the same questions asked in four annual surveys permits a study of trends. However, comparisons of cross sectional data generally suffer from large differing response rates and participation . If a large school reports one year but not the next, aggregate statistics may reflect a downward bias where no actual decline has occured, and spurious increases can also appear. Fortunately, a feature of the data system design permits one to limit analysis to a group of consistently reporting institutions, and this use of matched schools allows the true trends at the school level to be revealed.

During the past two years AACN's salary reports have included limited use of matched schools to better illustrate "true" changes which have taken place. Examples are "Average Salaries in Matched AACN Schools Participating in Both 1980-81 and 1981-82 Surveys" and "Salaries of Deans Continuing in Office: 1980-81 and 1981-82." Thus, the matching of a group of schools can diminish the impact (distortion or dilution) caused by an increase in new schools or changed personnel. This report contains an interesting comparison of enrollment and graduation data from a group of 205 matched schools which have reported (without missing) for the past three years.

Omission of the 1978-79 Data

After scrutiny of enrollment and graduation data collected during the first year of AACN's Data Bank (1978-79), a decision was made to omit these earlier figures from the present report. The reasons were several. The number of schools reporting during the first year (191), although reflecting 83 percent of AACN membership in that year, was smaller by 20 percent than the number which responded in even the second year of the survey (1979-80). Another reason for omitting first year data was considerable unfamiliarity on the part of schools with what was wanted in that first year; definitions and directions in data collecting instruments had been improved by 1979-80, making reports on the later years more consistent. Review of the three-year tables which follow not only indicates steady growth but also permits analysis of comparative data from the group of 205 matched schools described above.

Relationship to NLN Publications

AACN appreciates and supports the data collection and reporting activities of the Division of Research of the National League for Nursing. In general, AACN does not wish to duplicate the very comprehensive summaries presented in the NLN Nursing Data Book. However, as a small organization whose goals and purposes are limited to one area of nursing education, it is possible for AACN to collect, analyze and publish certain data within a relatively short time frame, and this rapid reporting can be of benefit to its members. In the case of the Master's Programs section of this report, it seems important to point out that a very large majority of the population supplying enrollment, graduation and other related data to AACN came from master's programs included on NLN's most recent accreditation list. During the current year (1981-82), 96 percent of NLN's accredited master's programs also held membership in AACN. Both organizations acknowledge an additional number of master's programs which presently do not have accreditation. Programs of recent origin, of course, fall into this category. Thus, in this case the data are similar to data available from NLN, but more current.

GRADUATE PROGRAMS IN NURSING

Master's Programs in Nursing

Contrary to usual practice, this report presents data on graduate programs first with baccalaureate programs following. The main reason is emphasis; the dearth of nurses prepared for leadership positions in administration, education, clinical specialization and/or research is worthy of highest attention and priority. Master's education in nursing can equip the graduate for middle management in administration, a beginning level position in teaching or as a clinical specialist. It can provide a foundation for research in nursing which is important whatever the career. A 1980 report of a national sample of the nurse population showed that only 5 percent held master's or doctoral degrees; even more serious was the information that this important group had increased by only one percent from 1977.

Full-Time Enrollment: Table 1 indicates that full-time master's enrollment is declining slightly at least since 1979-80. Even with more schools reporting to AACN and with a few new programs being established each year, AACN figures for full-time aggregate masters's enrollment are declining slightly. The decline is 4.1 percent since 1979-80. Table 2 presents full-time enrollment from 205 matched schools. When statistics are analyzed only for those schools which have reported to AACN in each of the three

Table 1

All Schools Reporting: Master's Programs
Full and Part-Time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Schools Reporting	231	234	263
Number of Master's Programs	117	121	130
Number of Full-Time Master's Students	7,041	6,918	6,750
Number of Part-Time Master's Students	7,040	7,238	8,498
Total Master's Students	14,081	14,156	15,248
Graduations	4,224	4,498	4,642

Table 2

205 Schools Reporting Regularly: Master's Programs
Full and Part-time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Master's Programs	112	116	118
Number of Full-Time Students	6,913	6,800	6,464
Number of Part-Time Students	6,381	6,644	8,256
Total Master's Students	13,294	13,444	14,720
Graduations	4,017	4,338	4,474

most recent years, the decline in full-time enrollment is sharper, 6.5 percent in the most recent two years. This is true even though the group of continuously reporting schools has experienced an increase of six new master's programs.

Part-Time Enrollment: In contrast to full-time enrollment, Tables 1 and 2 show that part-time students have increased by 21 percent in total schools reporting, and by 29 percent in the group of matched schools. (This discrepancy is likely to be a result of the failure of one or more schools with a substantial part-time enrollment to report in 1981-82.) Schools have apparently recruited/admitted part-time students to compensate for a declining full-time enrollment. It appears that so far the increase in part-time students at the master's level will more than replace the smaller number of lost full-time students. Data for 1982-83 and thereafter can be expected to show an effect on numbers of master's students who are completing the program. The number of total master's students in Tables 1 and 2 reflects the increase in part-time enrollments.

Graduations of Master's Students: Tables 1 and 2 present evidence that graduations increased very slightly over the most recent two-year period. It should be remembered that 1981-82 graduations were those reported in the fall of 1981. Thus the number of graduations represents all students completing the program during the preceding (1980-81) academic year. Tables 1 and 2 indicate that differences between graduations in the all-school and matched groups were slight.

Since it takes part-time students much longer to complete the program, the increase in part-time students will have to be much greater than the decline in full-time students if a drop in graduations is to be avoided. Unfortunately accurate data--or even "educated guesses"--as to how many part-time students make an FTE for one full-time student is lacking. The span of time involved for a part-time student to complete the program is another unknown variable.

Distribution of Enrollment in Master's Programs in 1981-82: Figure 1 shows that one-fourth of AACN Schools with master's students have a full-time enrollment no greater than 21. The lowest was a program reporting 4 full-time students. The median full-time enrollment of the schools with master's students in 1981-82 was 37. Twenty schools had a full-time master's enrollment of more than 100. Twenty-eight schools had a part-time master's enrollment greater than 100.

Figure 1

Numbers of Schools with Various Enrollments of Master's Students in 1981-82

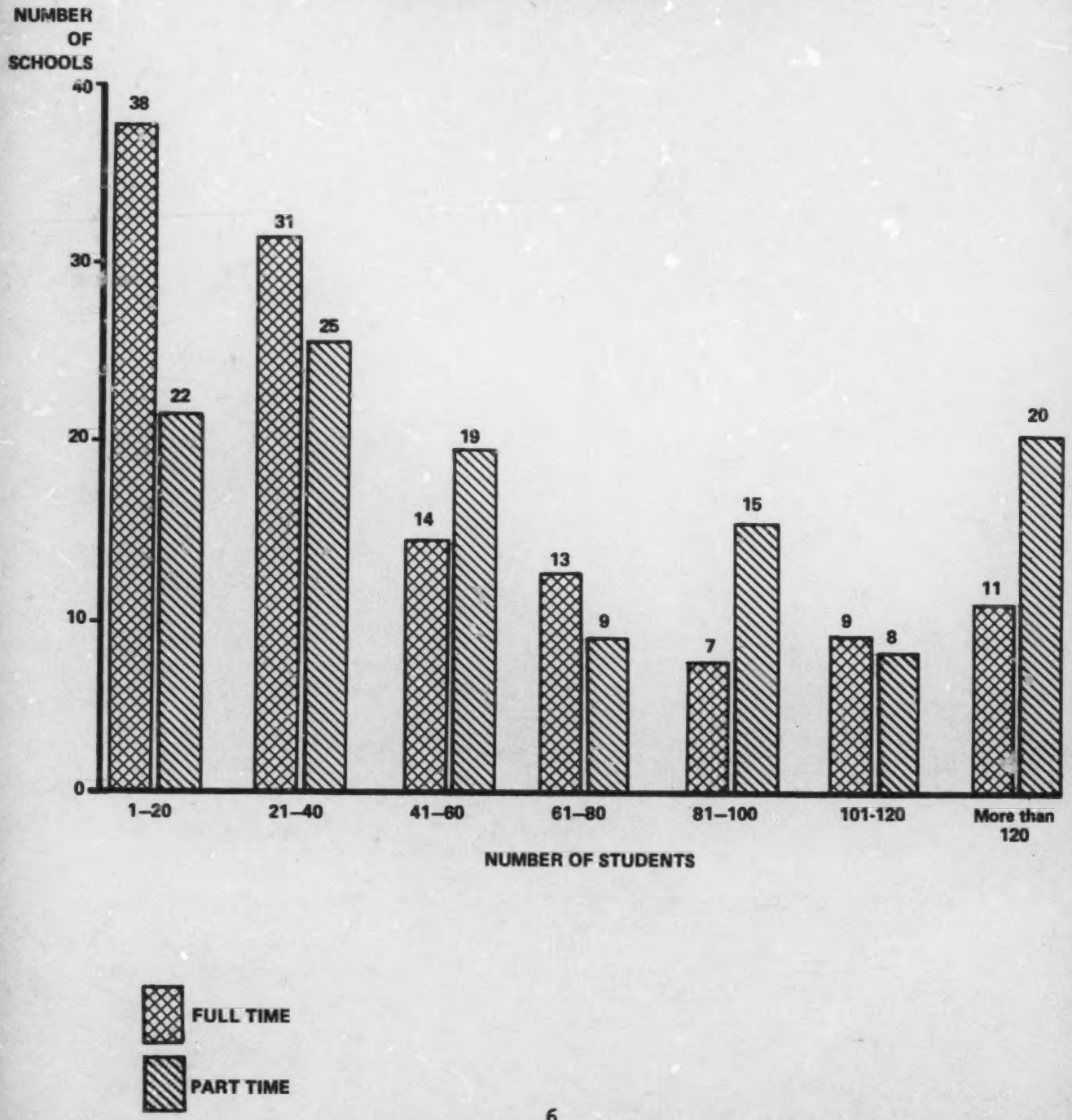

Table 3

All Schools Reporting: Doctoral Programs
Full and Part-time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Schools Reporting	231	234	263
Number of Doctoral Programs	22	22	22
Number of Full-Time Students	517	580	568
Number of Part-Time Students	264	432	536
Total Doctoral Students	781	1,012	1,104
Graduations	80	130	102

Table 4

205 Schools Reporting Regularly: Doctoral Programs
Full and Part-time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Doctoral Programs	21	21	22
Number of Full-Time Students	489	572	568
Number of Part-Time Students	241	383	536
Total Doctoral Students	730	955	1,104
Graduations	76	124	102

Doctoral Programs in Nursing

Full-Time Enrollment: Table 3 presents doctoral enrollment and graduations for the total schools reporting over the last three years; Table 4 shows data for the group of matched schools. Both tables show a slight decrease in full-time enrollment; Table 3's decrease was considerably greater than that which occurred in the matched schools (Table 4).

Part-Time Enrollment: Tables 3 and 4 indicate that part-time enrollment more than doubled in the three-year period in both the all-school and matched groups with the increase greater in the latter. Reasons for the shift toward part-time study most likely are related to uncertain financial conditions and the necessity for more students to seek further employment, thus reducing an academic schedule.

Graduations of Doctoral Students: Tables 3 and 4 show a decrease for both the all-school and matched groups in doctoral students over the two-year period. Both groups had experienced remarkable growth in graduates in 1980-81, but were unable to sustain it in 1981-82. The decline in number of students completing doctoral study probably relates to the increase in part-time enrollment, although other factors might be involved.

BACCALAUREATE PROGRAMS IN NURSING

The baccalaureate educated nurse is the only basic graduate prepared to practice in all health care settings. The three major nursing organizations--AACN, ANA, and NLN-- are unified in the position that professional nursing practice requires the minimum of a baccalaureate degree with a major in nursing. Slightly over 22 percent of registered nurses in active practice have a baccalaureate degree, including both the generic graduates and RNs who have earned a BSN as registered nurses. The national nursing shortage is most acute at the baccalaureate and the graduate levels of preparation, and demand is far outstripping the supply. Under the present political and financial climate, unless recruitment assumes heroic proportions, inevitably the nation's supply of this vital resource will diminish to dangerously low levels.

Generic Enrollment

Enrollment and graduation from all schools reporting over a three-year period are presented in Table 5. Table 6 presents the same categories of data for the 205 matched schools which were the basis for the graduate reports.

Table 5

All Schools Reporting: Generic Baccalaureate Programs
Full and Part-time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Schools Reporting	231	234	263
Number of Full-Time Generic Students	63,741	62,023	60,557
Number of Part-Time Generic Students	4,391	5,892	6,337
Total Generic Enrollment	68,132	67,915	66,894
Total Generic Graduates	19,652	18,559	18,758

Table 6

205 Schools Reporting Regularly: Generic Baccalaureate Programs
Full and Part-time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Full-Time Generic Students	57,291	56,103	54,459
Number of Part-Time Generic Students	3,709	4,035	4,304
Total Generic Enrollment	61,000	60,138	58,763
Total Generic Graduates	17,717	16,913	17,118

Full-Time Enrollment: Both the all-school and matched groups experienced a 4.9 percent drop in enrollment over the three-year period. The decline in full-time enrollment between 1980-81 and 1981-82 was slightly greater in the matched schools.

Part-Time Enrollment: The large increase in part-time enrollment over the three-year period (44 percent in the all-school group and 16 percent in the matched schools) seems especially interesting, since traditionally generic students have tended to be predominantly full-time. The 44 percent increase in part-time students in the all-school report (Table 5) is reflected in the reduction of the percentage decline for total enrollment for this group to 1.8 for the three-year period. It is apparent that the 205 schools in the matched group (Table 6) did not experience as rapid an increase in part-time enrollment over the three-year period, indicating that some of the new part-time enrollment came from new schools. The matched schools also showed a slightly higher percentage decline for the three-year period (3.6 percent) for full and part-time students combined.

Graduations of Generic Students: Table 5 shows a 4.5 percent decrease in graduations among the total schools reporting over a three-year period. Table 6 shows that graduations in the 205 matched schools also decreased over the two-year period, but the 1981-82 report (1981 graduates) showed a small increase over the 1980-81 report (1980 graduates). The two-year decrease for the matched schools amounted to 3.3 percent.

Registered Nurse Enrollment (RN)

Full-Time Enrollment: Table 7 shows that the total schools reported a 9 percent decline in full-time RN enrollment over the two-year period. The sharp decrease which occurred between the first two reports is difficult to interpret; it may have been due to the differing complement of reporting schools. The increase between 1980-81 and 1981-82 might be associated with an increase in programs admitting RN students which was occurring during the same period. Table 8 indicates that full-time enrollment of RNs in matched schools was more "steady," experiencing a 5.3 percent decrease in three years.

Table 7

All Schools Reporting: RN Baccalaureate Programs
Full and Part-time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Schools Reporting	231	234	263
Number of Full-Time RN Students	6,644	5,670	6,039
Number of Part-Time RN Students	7,487	13,697	15,953
Total RN Students	14,131	19,367	21,992
Total RN Graduates	3,339	3,798	4,803

Table 8

205 Schools Reporting Regularly: RN Baccalaureate Programs
Full and Part-time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Full-Time RN Students	5,598	5,362	5,300
Number of Part-Time RN Students	6,037	8,368	9,645
Total RN Students	11,635	13,730	14,945
Total R.N. Graduates	3,022	3,591	3,994

Part-Time Enrollment: Table 7, which presents data for all schools reporting, illustrates that RN part-time enrollment more than doubled over the two-year period. It is not unusual for registered nurse students to be predominantly part-time, but the huge increase between 1979-80 and 1981-82 exceeds previous experience. One can speculate that increased interest in the benefits of higher education, both professional and financial, was one factor. Undoubtedly, an increase in number of nursing programs available to RNs could be another. Table 8 indicates that the 205 matched schools experienced a less spectacular, but still very substantial, increase in part-time enrollment of RN students.

Graduations of RN Students: Comparison between graduation in Tables 7 and 8 shows that although the increase was lower in Table 8 than for the total schools in Table 7, it nevertheless amounted to a 32.1 percent increase in the matched schools over the two-year period.

These differences between the figures for all schools reporting and figures for the matched set of schools reporting in all three years indicate that new schools have accounted for many new RN students and graduates.

Schools Which Admit RN Students and Schools Which Do Not: A presentation of the data concerning enrollment and graduation of RN students would not be complete without further comment as to the institutions in which this group of nurses are gaining their educational goals. The three tables which follow differ in two important respects from all previous tables; they present data on full-time students only and are not accompanied by tables representing the 205 matched schools.

Table 9 compares enrollment data for three types of programs: those which had both generic and registered nurse students; those with generic students only and programs with only RN students. During 1979-80 and 1980-81, 80 percent of the programs were in the first category, dropping to 75.2 percent in the third year. Enrollment of baccalaureate students in this category decreased by 3.9 percent during the three years.

Table 9

Baccalaureate Programs by Type of Students
Full-time Enrollment

Type of Program	1979-80 Number of Programs	1979-80 Number of Students	1980-81 Number of Programs	1980-81 Number of Students	1981-82 Number of Programs	1981-82 Number of Students
Baccalaureate Programs with Both Generic and RN Students	202	64,098	198	60,496	219	61,568
Baccalaureate Programs with Generic Students Only	29	6,287	36	7,197	44	5,028
Baccalaureate Programs with RN Students Only	16	1,020	13	704	28	1,150
Total: Programs and Students	247	71,405	247	68,397	291	67,745

Programs in the second category, which enrolled only generic students, constituted 12 percent of the total group in 1979-80 but increased to 15 percent in the third year. This category of programs experienced a 20 percent decrease in enrollment over the three-year period. The third category, consisting of sixteen programs which enrolled only RN students in 1979-80, comprised 6 percent of the total group of programs in that year; by 1981-82 these schools had increased to 9.6 percent of the total group. Enrollment in the "RN only" programs increased by 12.7 percent in the three-year period - the only category to show an increase. Finally, enrollment of baccalaureate students in the total group of programs showed a decrease of 5.1 percent over the three-year period.

One of the reasons for including Table 9 was that the number of RNs who were enrolled full-time seemed significant; we are prone to think of them all as part-time. In reviewing changes in full-time enrollment in Table 9, it should be remembered that part-time enrollment in these schools probably experienced a much greater increase by 1981-82. Table 7 has well illustrated this point.

Table 10

Full-Time Generic Enrollment in Baccalaureate Programs Which Do not Admit RN Students

	1979-80		1980-81		1981-82	
Institutional Classification	Number of Programs	Enrollment	Number of Programs	Enrollment	Number of Programs	Enrollment
Public	11	2,514	16	4,021	17	3,072
Private Secular	1	1,043	5	226	11	953
Private Religious	11	2,730	15	2,910	16	1,003
Total	29	6,287	36	7,157	44	5,028

Table 11

Full-Time RN Enrollment in Baccalaureate Programs Which Admit Only RN Students

	1979-80		1980-81		1981-82	
Institutional Classification	Number of Programs	Enrollment	Number of Programs	Enrollment	Number of Programs	Enrollment
Public	12	881	10	613	16	894
Private Secular	2	49	2	18	6	127
Private Religious	2	90	1	73	6	129
Total	16	1,020	13	704	28	1,150

Tables 10 and 11 present a further breakdown of number of programs and enrollment for two of the categories in Table 9 - those which have only generic students or only RNs. Table 10 shows an increase in number of programs during the three-year period in all three classifications of support: public 6, private secular 4 and private religious 5. It seems appropriate to raise a question as to the rationale for new programs when national reports as early as 1979 described enrollment as "steady state" with fluctuations downward predicted. Although Table 10 indicates some evidence of enrollment increases in the second year, only the public sector maintained its lead over the first year.

Table 11 illustrates a trend in nursing education which has been controversial but seems to have gained increasing support from all three institutional classifications. Internal and external forces which motivate college/university administrators to initiate the "RN only" type of program probably are many. One known factor has been the impact of many state studies of nursing in recent years. These have highlighted the need for educational mobility as well as lack of programs in which RNs could complete baccalaureate preparation for nursing. Undeniably, the volume of RNs who "knock on the door" also has been impressive. Geographic factors have entered in since many adult students, mostly women, are not "mobile" because of personal responsibilities even if finances are not a problem. AACN has expressed the belief that these programs can be a sound resource. It is important that they be structured and maintained toward the goal that RN students identify new learnings and demonstrate enrichment in their practice of nursing.

Total Baccalaureate Enrollment and Graduations: Generic, RN, Full-Time, Part-Time, All Schools and Matched Schools

Table 12 contains a broad summary for the total group of schools which supplied baccalaureate data for the three years. Table 13 presents similar data for the 205 matched schools which participated during the same time period.

Table 12

All Schools Reporting: All Baccalaureate Programs
Full and Part-time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Schools Reporting	231	234	263
Enrollment			
Generic Full-Time	63,741	62,023	60,557
RN Full-time	6,644	5,670	6,039
Total Full-Time	70,385	67,693	66,596
Generic Part-Time	4,391	5,892	6,337
RN Part-time	7,487	13,697	15,953
Total Part-Time	11,878	19,589	22,290
Graduations			
Generic	19,652	18,559	18,758
RN	3,339	3,798	4,803
Total	22,991	22,357	22,561

Table 13

205 Schools Reporting Regularly: All Baccalaureate Programs
Full and Part-time Enrollment and Graduations

	1979-80	1980-81	1981-82
Number of Schools Reporting	205	205	205
Enrollment			
Generic Full-Time	57,291	56,103	54,549
RN Full-time	5,598	5,362	5,300
Total full-Time	62,889	61,465	59,759
Generic Part-Time	3,709	4,035	4,304
RN Part-time	6,037	8,368	9,645
Total Part-Time	9,746	12,403	13,949
Graduations			
Generic	17,717	16,913	17,118
RN	3,022	3,591	3,994
Total	20,739	20,504	21,112

Variations in Baccalaureate Enrollment and Curricular Practices Which Affect Collection and Use of Data.

One of the problems in data collection about generic baccalaureate education for nursing is a very basic question: When does a generic student become a nursing student? The situation is complicated by the diverse policies which exist within colleges and universities for categorizing freshmen; for differentiating between lower and upper divisions; even for assigning students to cost centers.

AACN's institutional questionnaire has made several attempts toward achieving uniformity in counting students and identifying faculty responsibilities for them. The results which are presented in Tables 14, 15, and 16 simply provide information obtained in responses to the 1981-82 survey. Obviously, this is an area in need of further study; especially the "no response" category.

Table 14

When Does a Generic Student Become a Nursing Student?

Responses in 1981-82		Total Programs N=263
Freshman Year	81	30.7%
Sophomore Year	67	25.4%
Junior Year	76	29.0%
No response	39	15.0%
		100%

Table 15

Year in Which Nursing Faculty Teach First Non-Clinical Nursing Course

Responses in 1981-82		Total Programs N=263
Freshman Year	59	22.4%
Sophomore Year	98	37.2%
Junior Year	51	19.3%
No response	55	21.0%
		100%

Table 16

Year in Which Nursing Faculty
Teach First Clinical Nursing Course

Responses in 1981-82		Total Programs N=263
Freshman Year	7	2.6%
Sophomore Year	113	43.0%
Junior Year	95	36.0%
No response	48	18.0%
		100%

AACN SCHOOLS WHICH ALSO HAVE ASSOCIATE DEGREE PROGRAMS

Table 17 presents information which may be a surprise to many AACN members, namely that 30 schools currently have an associate degree program as well as baccalaureate and graduate categories. AACN did not request this information on the Institutional Data questionnaire until 1980-81 as it is not intended that associate degree programs be within the scope of the basic data collection. Schools were instructed not to submit enrollment or graduation data for associate degree students; in instances where certain faculty taught in both associate degree and baccalaureate programs, such faculty were considered part-time in AACN's report.

Table 17

Schools Which Include Associate Degree Programs
in Addition to Baccalaureate/Master's
and/or Doctoral Programs

	1980-81	1981-82
Schools Without Associate Degree Programs	214	228
Schools With Associate Degree Programs	18	30
Total Schools	232	258

Whether the increase from 18 to 30 schools is real or the result of poor reporting in 1980-81 is open to question. The latter seems possible, because the form of the question was improved the second year. A review of the 30 schools indicates diversity: 17 are in schools where the other nursing students are baccalaureates, 12 are on campuses where there also is a master program in nursing and 1 is in a school which also has a doctoral program. Diversity also was encountered in institutional classification and region.

PREPARATION OF FACULTY

AACN's 1981-82 Report on Salaries of Nursing Deans cited that 87.5 percent of the deans reporting were prepared at the doctoral level. The remainder of the 240 deans had master's degrees, nearly all in nursing; the number of the latter who were involved in or near completing doctoral preparation was not clear. Nineteen percent of the 7,547 individual faculty (1,464 individuals) on whom AACN had educational data in 1981-82 had earned doctorates.

Because of the assumption that the scholarly nature of a nursing program can be expected to increase as deans and faculty become better prepared, it seemed appropriate to examine how the educational status of both groups (deans and faculty) might be related. The results presented in the paragraphs which follow reveal some configurations which suggest a need for further study.

For example, 1981-82 data reveal that in 60 baccalaureate programs there are no faculty with doctoral preparation. In 19 of these schools, the dean lacks doctoral preparation also; 11 of the 19 schools are accredited. In 41 of the 60 schools, the dean alone is prepared at the doctoral level. Two-thirds of these schools are accredited.

College and university nursing positions increasingly seek doctoral preparation in candidates for appointment to the faculty. Yet there is very little real evidence of "movement" toward this goal in nursing.

Nursing's over-long acceptance of the master's degree as adequate preparation to teach baccalaureate students seems to have dulled our perception of developments in other academic and practice fields. Perhaps not enough thought has been given to an appropriate "mix" of teachers for baccalaureate students. Some schools have made innovative arrangements with hospitals and other "field" agencies which expose the student to a broader range of expert practitioners than otherwise would be possible. Various adaptations of the "unification model" are said to achieve similar results. A question remains, however, as to

whether students who have literally no or very little contact with scholars in their field are deprived of one of the ingredients of learning to be a professional.

The 22 nursing programs which had doctoral students enrolled in 1981-82 had differing levels of doctoral preparation of faculty. In general they have few common characteristics. Approximately one-fourth are located in schools of nursing which have multiple programs (baccalaureate, master's and doctoral), very large total enrollments and over 100 full-time faculty. Ten were in schools which had from 50 to 99 full-time faculty. The remainder were in schools with from 10 to 49 full-time faculty. All of the schools also had master's programs; all but three had baccalaureate students as well.

Thus, the percent of total nursing faculty with doctoral preparation in these 22 schools must be viewed as part of a multipurpose institution. Within this context, the median percentage of doctorally prepared faculty in schools with doctoral programs was 35. The three schools which had only master's and doctoral students ranged from 56.7 to 100 percent of faculty with doctoral preparation.

SUMMARY

The preceding report has presented current data on enrollment, graduations and associated information on baccalaureate and advanced degree programs in nursing. Worrisome declines in full-time enrollment were found in both master's and baccalaureate programs, while full-time doctoral enrollment showed no clear trend. In both master's and baccalaureate programs, there has been a substantial increase in part-time enrollment, but only in the former and among RN students has this prevented, so far, a drop in graduations. AACN will continue to monitor carefully these trends in nursing education.

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ERRATA

REPORT ON ENROLLMENT, GRADUATIONS AND RELATED DATA: BACCALAUREATE AND GRADUATE PROGRAMS IN NURSING, April 1982

Page 14, Table 10 - Full-Time Generic Enrollment in Baccalaureate Programs Which Do Not Admit RN Students

1979-80, 2nd column - Number of Programs, 2nd line - Private Secular 1 should read 7.

Page 16, Table 12 - All Schools Reporting: All Baccalaureate Programs - Full and Part-time Enrollment and Graduations

1981-82, 3rd column - Graduations - Total should read 23,561.

Please place errata sheet in report and correct above pages.

KL/hm

6/23/82